New Title I A Coordinators' Cadre

November 15, 2017

Introductions & Logistics

❑ To submit a question during the call, send an email to sean.murphy@education.ky.gov.

❑ The webinar will be recorded and posted on the Title I web page.

❑ Responses to any follow-up questions will be emailed after the webinar.

Agenda for the Call

❑ Year-at-a-Glance Calendar

   ❑ Maintenance of Equipment and Inventory

❑ Foster Care

❑ Needs Assessment

❑ Methodology Example

❑ Resources

Title I Coordinators' Year-at-a-Glance

❑ In an effort to make your work more manageable and to further assist you in your role as the Title I Coordinator, KDE offers a *Year-at-a-Glance Calendar,* which can be found in the [Title I, Part A Handbook](#) (pages 62→64).

❑ Organized by months (beginning with August [start of the academic year])

❑ Serves as a frame of reference for federal reporting requirements

❑ Complement the most up-to-date *Every Student Succeeds Act* (ESSA) components

❑ Even highlights ongoing yearly work associated with your role

❑ Both directly (as it relates to your job duties) or indirectly (as it pertains to the schools in your district)

Title I Coordinators' Year-at-a-Glance

- **November**:

  - Collect signed *Time and Effort* records for staff who work on multiple cost objectives

  - If you have Targeted Assistance Schools (TAS) in your district, ensure that those Title I schools have created rank-ordered student selection lists of those Title I students in this program.

  - Ensure schools have documented the distribution of school-family compacts (e.g. copies of signed compacts, signatures of parents who have received the compact).

  - Review and revise schoolwide plans (SWP) or TAS program plans as needed.

  - Monitor dissemination of parent and family engagement policy and school-parent and family engagement plans

  - Submit requests to amend grants—as needed.

Title I Coordinators' Year-at-a-Glance

❑ The following reports were due this month and should have already been submitted in the respective platform:

- ❑ *Comparability Reports* were due in **GMAP** on November 1st .

- ❑ The *Needs Assessment* was due in **eProve** on November 1st.

- ❑ The *Title I Annual Review,* which is completed at the school level, was also due in **eProve** on November 1st during Phase II of the Continuous Improvement Process.

Title I Coordinators' Year-at-a-Glance

❑ Looking forward to December:

- ❑ Ensure your district's methodology on supplement, not supplant (SNS) is on file at your district by December 10th in the event your district is selected for consolidated monitoring.

  - ❑ More information on this can be found in October's webcast archived on the Title I Resources webpage

- ❑ Collect signed Time and Effort records for staff who work on multiple cost objectives.

- ❑ Submit requests to amend grants—as needed.

- ❑ Monitor implementation of parent and family engagement plans.

Title I Coordinators' Year-at-a-Glance

❑ Ongoing Reminders:

  ❑ Ensure funds for non-public schools are being spent in an appropriate manner (e.g. non-public school receives approval before spending funds, expenses are allowable, etc…)

  ❑ Engage in family and community activities and maintain documentation of these activities

  ❑ Submit budget amendments as needed

  ❑ Maintain documentation that supports the district's Title I program (including the public and non-public institutions funded with Title I monies and/or services) in the event the district is selected for consolidated monitoring

    ❑ Sample documentation lists can be found at the end of each section of the Title I, Part A Handbook and a master list can be found in Appendix AA of the handbook

  ❑ Visit your Title I schools often (both public and non-public)

Title I Coordinators' Year-at-a-Glance

❑ Ongoing Duties (continued):

  ❑ The Title I Coordinator and the principal of any participating Title I school are responsible for the maintenance of equipment purchased with Title I funds.

Title I Coordinators' Year-at-a-Glance

❑ The maintenance of equipment purchased with Title I funds should align and comply with federal systems management requirements

❑ LEAs receiving Title I, Part A funds should maintain an up-to-date inventory of equipment, supplies, and pilferable items purchased with those funds.

  ❑ A physical inventory is only required once every two years.

❑ In addition to being accountable for all funds, property, and other assets, the LEA must assure that assets are used.

❑ The purposes of inventory management include …

  ❑ prevent loss, damage, and theft of equipment,

  ❑ discourage unauthorized use of equipment,

  ❑ assist LEAs in determining if there is a need to purchase additional equipment or supplies, and for

  ❑ compliance.

❑ A copy of the inventory should be kept at both the Title I school and the district's Title I office.

Title I Coordinators' Year-at-a-Glance

❑ What must be included in inventory records?

- ❑ A **description** of the equipment (the type and model)
- ❑ A **serial number**, identification number, or model number
- ❑ **Funding source, Federal Award Identification Number (FAIN), and percentage (who holds title)** under which the equipment was acquired.
  - ❑ For the purpose of this webcast, the funding source is **Title I, Part A. The grant award year should also be included.**
- ❑ **Vendor**
- ❑ **Acquisition date** (delivery date)
- ❑ Unit **cost** (not total cost)
- ❑ **Location** (school and location within the school [library, classroom 200, etc.])
- ❑ **Use** of the equipment (Title I classroom, Title I afterschool program, Title I administration)
- ❑ The **condition** of the equipment (new, good, fair, poor)
- ❑ The **date** the information was reported on the inventory
- ❑ Information regarding the transfer, replacement, or disposition of equipment (date of disposal, sale price of equipment)

Today's Date	Description of Item	Serial Number	Funding Source	Vendor	Acquisition Date	Unit Cost	School	Location	Use	Condition	Disposition/ Comments
3/31/2017	TI-84 Graphing Calculator	84PL/TBL/1L1	Title I	Jones Office Supplies	4/4/2017	$55	Maple HS	Room 100	Title I Classroom, Math	New	

Title I Coordinators' Year-at-a-Glance
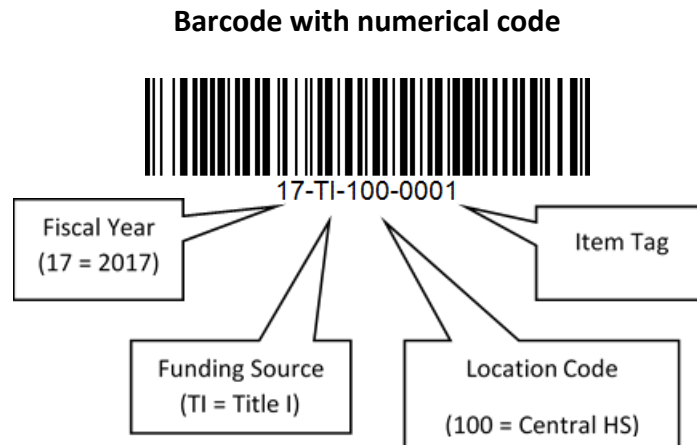
❑ Tagging/Labeling Title I Purchases

- ❑ Purchases made with federal funds are required to be tagged in a manner that allows them to be quickly identified as property of a federal program. Labels should be permanent in nature. Examples of permanent labeling include using label makers or permanent markers. Equipment purchased with Title I funds must be labeled with the following information:

    - ❑ District name

    - ❑ Identify that the purchase was made with Title I funds (i.e. Purchased with Title I Funds/Property of Title I Program)

- ❑ The district may require additional information on labels at its discretion. While it is not required, it is highly recommended that the district include the date of purchase and the LEA entity for which the item was purchased to aid with archiving inventory items.

Title I Coordinators' Year-at-a-Glance

❑ Many districts use a barcode system linked to the inventory for all purchases made by the school or district, regardless of the funding source.

❑ While Title I purchases may be included in such a system it is important to remember that items purchased with federal funds should be tagged in a manner that allows for *quick identification*.

    ❑ **Examples:**

Barcode with numerical code

17-TI-100-0001

Fiscal Year
(17 = 2017)

Item Tag

Funding Source
(TI = Title I)

Location Code
(100 = Central HS)

Barcodes with text

Property of
ABC Co. Schools Title I

0000000001

Title I Purchase (2/5/17)
ABC District: Oak Elem.

0000000001

Title I Coordinators' Year-at-a-Glance

❑ How else does KDE ensure that a district's Title I, Part A Coordinator is *in the know*?

   ❑ *Commissioner's Monday Message*, which is an email released to each district's superintendent and also made available on the Commissioner of Education's Messages webpage

   ❑ Title I Newsletter

      ❑ Currently 6 issues archived on the Title I, Part A Documents and Resources webpage

   ❑ Monthly Webcasts

   ❑ Annual summer trainings

   ❑ Title I, Part A Handbook

   ❑ Ongoing communication with your assigned Title I, Part A Consultant

Foster Care students under the *Every Student Succeeds Act* (ESSA)

❑ The *Every Student Succeeds Act* (2015) removed "awaiting foster care" from the definition of homeless; therefore, students identified as "awaiting foster care" are not eligible for services under the McKinney-Vento Homeless Assistance Act.

Foster Care students under ESSA

❑ Title I, Part A institutes new protections for children in foster care.

  ❑ These provisions took effect on December 10, 2016 and complement those in the *Fostering Connections Act,* which is implemented through the Cabinet for Health and Family Services.

Foster Care Students under ESSA

❑ Child Welfare Agency (CWA) Liaison

    ❑ Serves as one of the primary contacts among families and school staff, district personnel, child welfare personnel, LEA Foster Student Liaison and other service providers

Foster Care Students under ESSA

❑ School of Origin

  ❑ Responsibility of CWA Liaison to collaborate with the student, families, school staff, district personnel, LEA Foster Student Liaison, and other service providers

Foster Care Students under ESSA

❑ Best Interest Determination

  ❑ Collaborative Effort

    ❑ Factors for consideration include, but are not limited to, the following:

      ❑ Preferences of the child, child's parent(s), or education decision-maker(s)

      ❑ Child's attachment to the school, including meaningful relationships with staff and peers

      ❑ Placement of the child's sibling(s)

      ❑ Influence of the school climate on the child, including safety

      ❑ History of school transfers and how they have impacted the child

Foster Care Students under ESSA

- **Transportation**
    - **CWA is the primary source for providing and funding transportation. The LEA's role is supplemental.**
    - **An LEA may set-aside Title I funds at the district level to pay for additional costs needed to transport children in foster care to their schools of origin.**
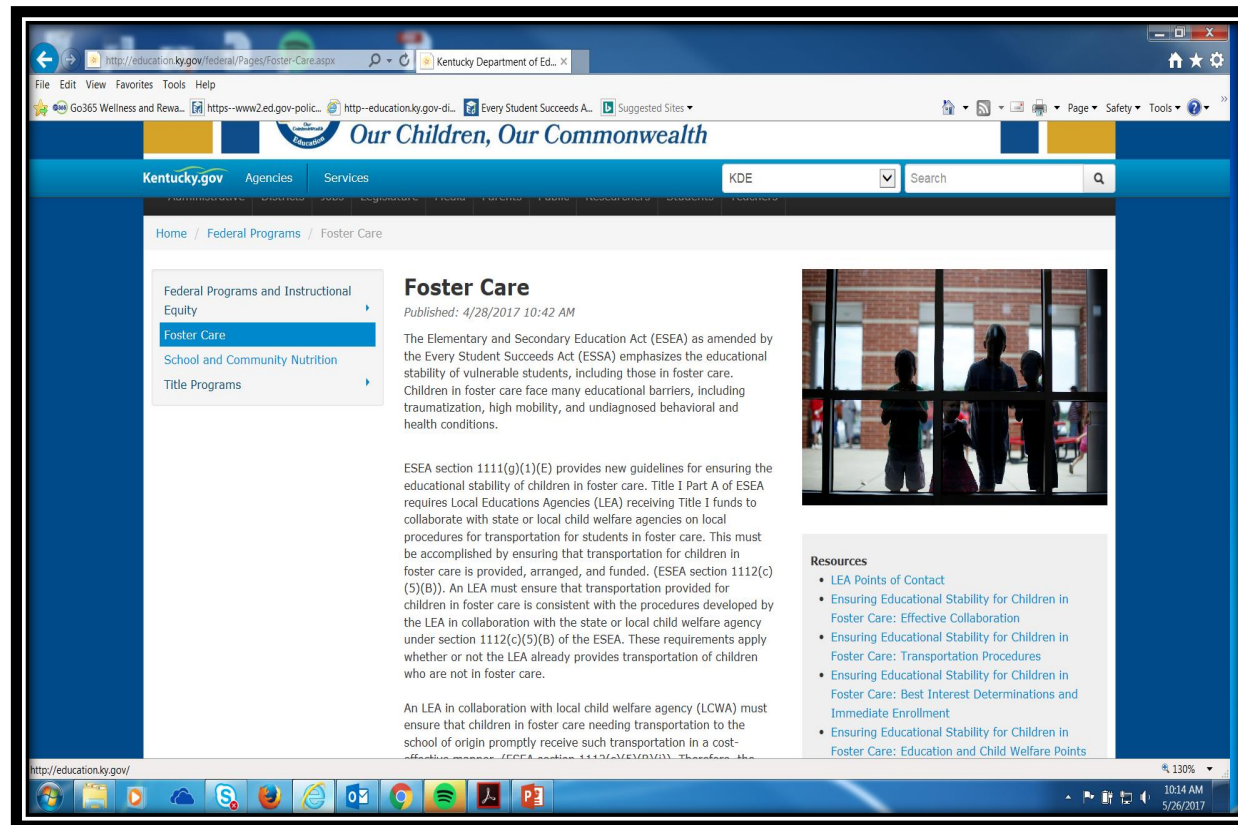
Foster Care Students under ESSA

❑ *Dispute Resolution*

　　❑ Responsibility of the CWA

Foster Care Students under ESSA

House Bill 33

KRS 620.146

House Bill 33 (KRS 620.146)

Requires the Cabinet for Health and Family Services (CHFS), if granted custody by court order of a dependent, neglected, or abused child, to…

❑ notify the school the child is enrolled, verbally and then in writing, of persons authorized to contact the child or remove the child from school grounds.

House Bill 33 (KRS 620.146)

❑Local education agencies are legally obligated to take reasonable measures to protect a student's safety, including measures related to the release of a student and under what circumstances.

House Bill 33 (KRS 620.146)

❑ While court orders do not terminate all parental rights, the orders do confer custody and access rights to CHFS.

House Bill 33 (KRS 620.146)

❑ CHFS must verbally notify the **principal**, **assistant principal**, <u>**or**</u> **guidance counselor** of the school in which the child is enrolled of the names of persons authorized to contact the child at school.

House Bill 33 (KRS 620.146)

❑The **principal**, **assistant principal**, **or** **guidance counselor** must document verbal notifications.

House Bill 33 (KRS 620.146)

❑ The principal, assistant principal, or guidance counselor is encouraged to follow-up by official email with the person/case worker verbally notifying the school.

  ❑ Send a copy to the district's Director of Pupil Personnel to confirm the recorded information from above and encourage seamless communications.

House Bill 33 (KRS 620.146)

❑CHFS must provide a written document within ten (10) calendar days following a change of custody or change in contact or removal authority.

House Bill 33 (KRS 620.146)

❏ If the local education agency has doubts about the validity of the verbal notification or is in need of additional information or clarity, please contact CHFS.

House Bill 33 (KRS 620.146)
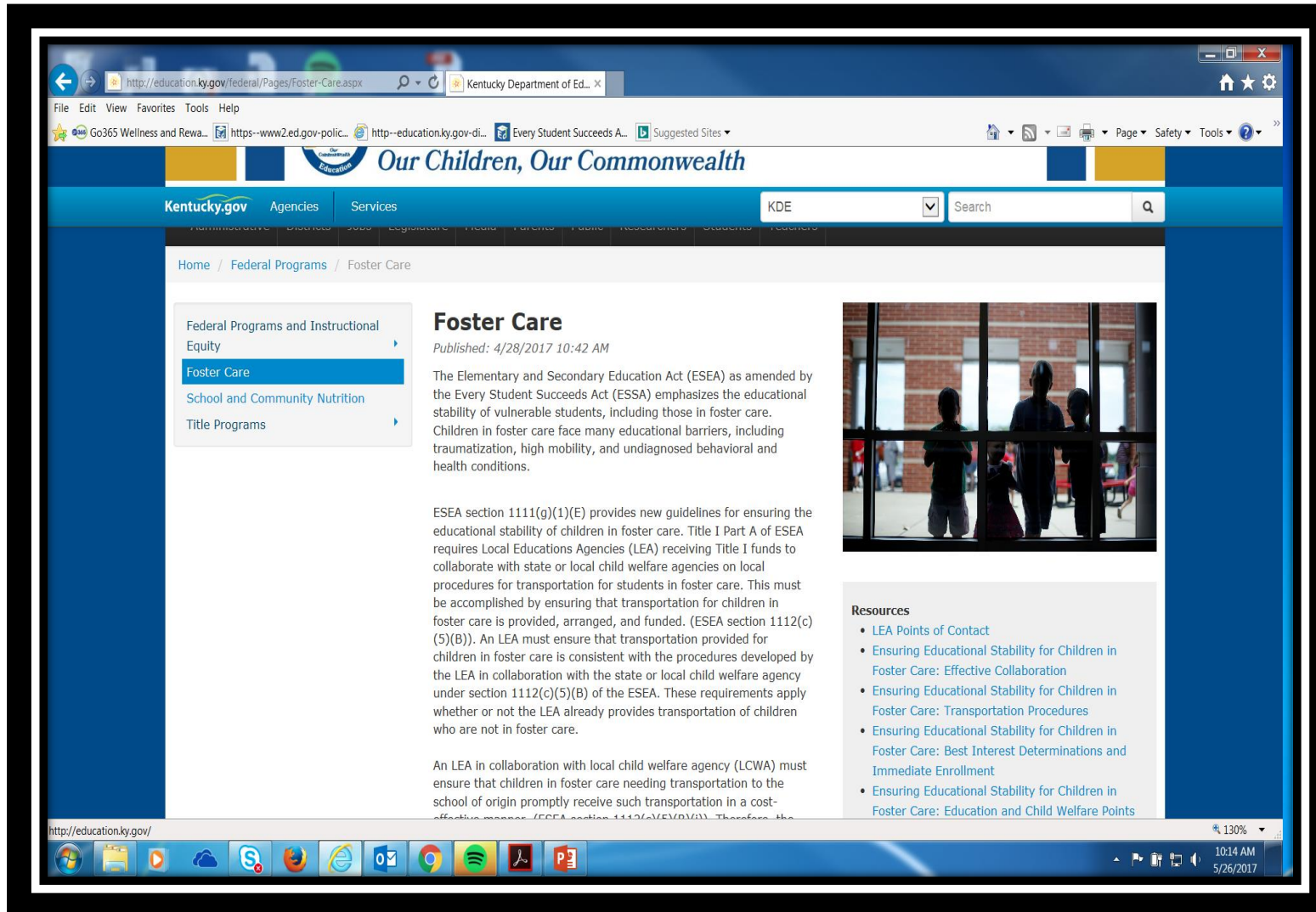
House Bill 33 (KRS 620.146)

Guidance for House Bill 33

This document is intended to help clarify the guidelines for releasing children and assist in making reasonable decisions under the context of House Bill 33.

What is the *Needs Assessment*?

❑ Each Title I school should have one as part of the schoolwide plan. [ESSA 1114(b)(6)]

❑ It assesses your current state using the previous year's data.

❑ From this, you analyze the data to arrive at your *needs*.

  ❑ *Needs* are the items of greatest importance that need to be remedied so that you can move your students toward goals.

What is a *Needs Assessment*?

❑ The *Needs Assessment* is the articulation of your school's strengths and weaknesses.

❑ It serves as the framework for identifying critical areas for improvement that will be later addressed in comprehensive improvement plans.

❑ The *Needs Assessment* is completed in Phase II of the KDE eProve process.

   ❑ Phase II Timeline: October 1 → November 1

❑ So, how does it impact Title I funds?

Not every *school* is the same; not every *child* is the same.

❑ It seems like a simple concept, but we often have Title I applications submitted with the same:

  ❑ Program description

  ❑ Spending/budget

  ❑ Narratives

❑ If every school and child is different, how can this be?

Title I Budget vs. Needs Assessment

❑ The simple answer is that Title I expenditures and budgets should not be identical among schools.

❑ The purchases made in a Title I program within a school should be based on *need* and that *need* should be identified in the *Needs Assessment.*

An Example of a **Poor** Needs Assessment and Title **I** Budget Relationship

☐ Data to support my needs:

Subject	Percent of Novice Students
Math	10%
Reading	55%
Science	25%

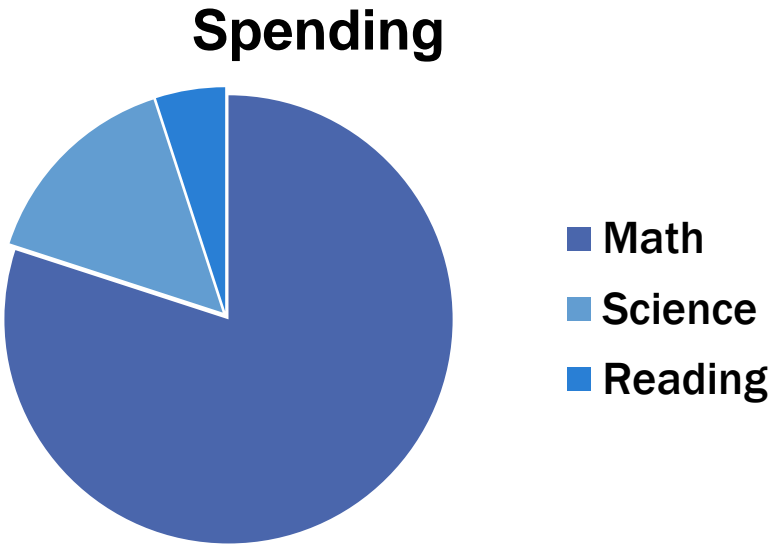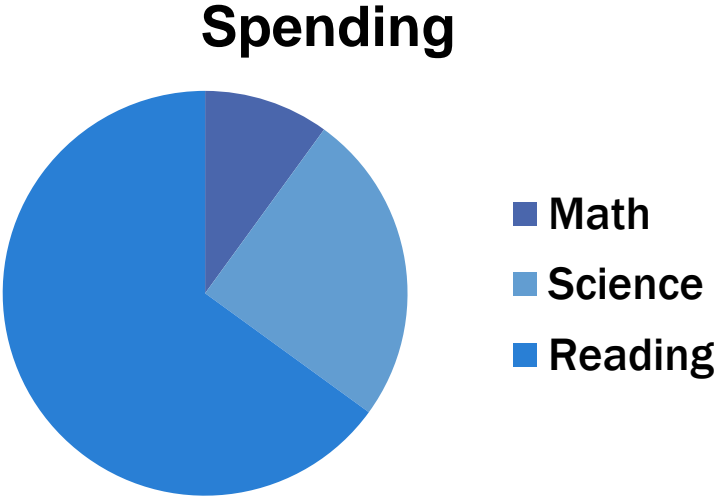☐ My budget:

Spending

- ■ Math
- ■ Science
- ■ Reading

An Example of a **Good** Needs Assessment and Title I Budget Relationship

☐ Data to support my needs:

Subject	Percent of Novice Students
Math	10%
Reading	55%
Science	25%

☐ My budget:

Spending

- ■ Math
- ■ Science
- ■ Reading

Title I Expenditures

❑ A strong *needs based budget* should focus spending on areas of student needs and adult practice.

❑ The beauty is in the open door – Purchases are more open when demonstrating need.

❑ ESSA opens up Title I spending to more areas than its predecessor if a need can be demonstrated in a *Needs Assessment*.

❑ Well-rounded education

❑ Uniform Grant Guidance spending rules

Reasonable, Necessary, Allocable & Documented

❑ Uniform Grant Guidance dictates expenditures for federal programs.

❑ By creating a quality *Needs Assessment* and following it in your Schoolwide Plan…

  ❑ Items budgeted that are based a comprehensive Needs Assessment (CNA) and Schoolwide Plan (SWP) can more easily pass the *necessary* and *allocable* tests.

  ❑ Purchases are more likely to be approved when supported by data and the *Needs Assessment* instead of using a generic or blanket statement.

Can I purchase?
- Insert any item you wish to purchase with Title I, Part A funds.

Need?
- Does this item address an identified *need* for my school that is backed by data in the comprehensive *Needs Assessment*?

Plan?
- Is this item a *need* that is identified in my schoolwide plan?

Reminder: In order to be allowable, all purchases must be reasonable, necessary, allocable, and documented, as well as supplementary.

Well-Rounded Education

❑The funding of almost any teacher is allowable under the *well-rounded education* section of ESSA.

❑If you can tie a specific position to a *need*, it stands a good chance of being allowable.

❑The need must be documented in the *Needs Assessment*.

  ❑ Supported by data

  ❑ Documented in the schoolwide plan

  ❑ Conform to supplement, not supplant rules and to reasonableness requirements

Can I fund this staffing position?

- Insert any subject.

Need?

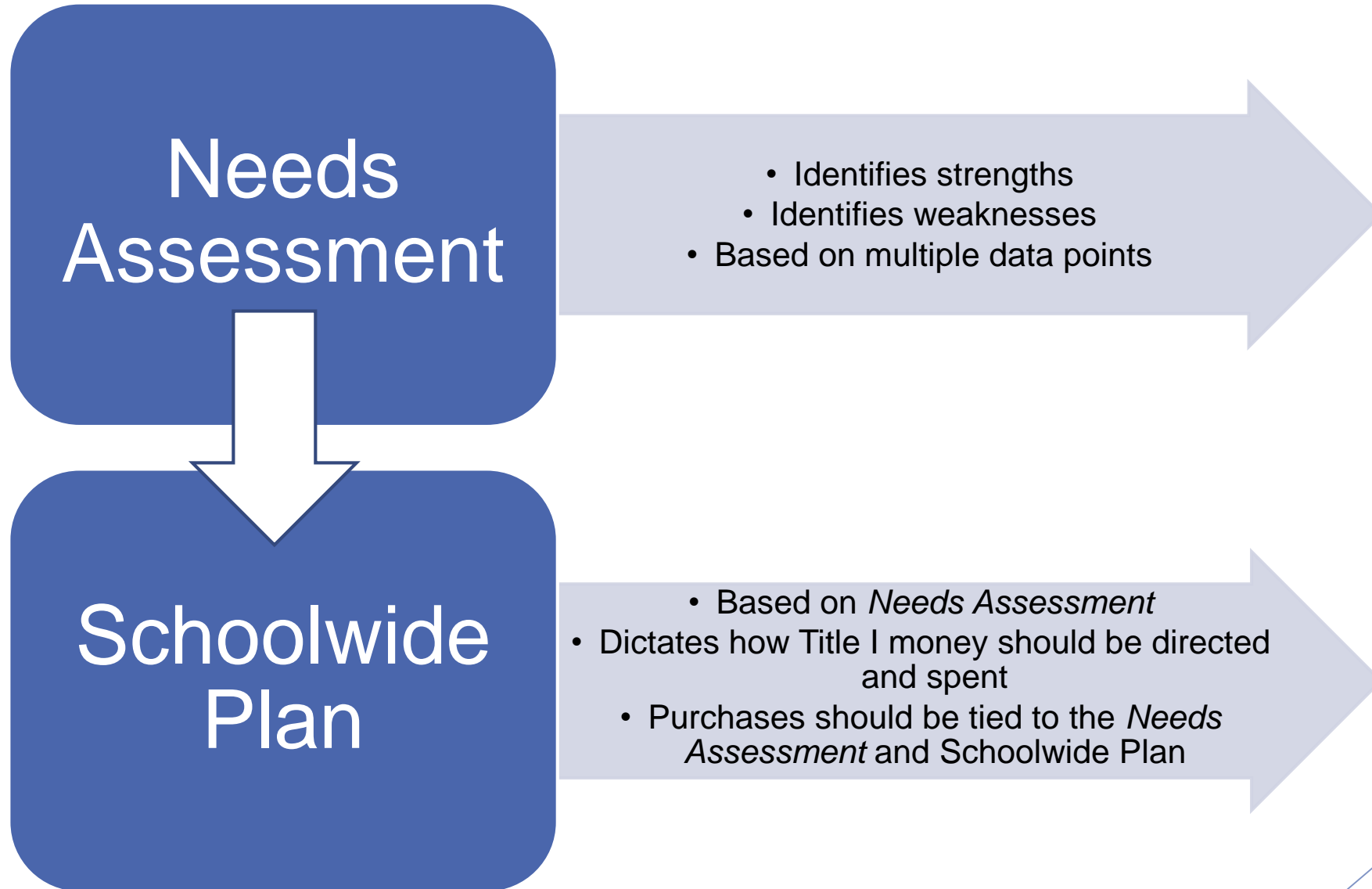- Is this subject identified and supported with evidence as a need in your CNA?

Plan?

- Is this subject identified in the CNA and part of your SWP?

Reminder: In order to be allowable, all purchases must be reasonable, necessary, allocable, and documented, as well as supplementary.

Recap: An Ideal Setup

Needs Assessment

- Identifies strengths
- Identifies weaknesses
- Based on multiple data points

Schoolwide Plan

- Based on *Needs Assessment*
- Dictates how Title I money should be directed and spent
- Purchases should be tied to the *Needs Assessment* and Schoolwide Plan

Supplement, Not Supplant Methodology

- LEAs must demonstrate that the methodology used to allocate state and local funds to each participating school is the same as it would be in the absence of Title I funds.

  - Title I, Part A funds should *add to* (supplement) not *replace* (supplant) state and local funds.

- If the LEA/SEA can demonstrate that it is <u>not</u> replacing its state/local funding with federal dollars, the supplanting requirement is satisfied.

Supplement, Not Supplant Methodology

❑ How do LEAs in the state distribute state and local funds (and /or state- and locally-funded resources) to schools?

  ❑ Are funds/resources distributed based on the following:

    ❑ Positions in the school (student/teacher ratio),

    ❑ A weighted student funding formula, or

    ❑ A combination of approaches

❑ Do distribution methodologies vary from LEA-to-LEA?

❑ How do LEAs currently document how they distribute state and local funds/resources to schools?

Simple Example in a School of 450 Students

❏ Assume:

- ❏ 1 teacher per 22 students ($65,000/teacher)

- ❏ 1 principal per school ($120,000)

- ❏ 1 librarian per school ($65,000)

- ❏ 2 guidance counselors/school ($65,000)

- ❏ $825/student for instructional materials and supplies (including technology)

Category	Calculation	Amount
1 principal	1 x $120,000	$120,000
1 librarian	1 x $65,000	$65,000
2 guidance counselors	2 x $65,000	$130,000
21 teachers	21 x $65,000	$1,365,000
Materials and supplies	450 x $825	$371,250
		TOTAL: $2,051,250

Supplement, Not Supplant Methodology

❑ A district's staffing allocation (as required by [KRS 157.360](#)) combined with a narrative could serve as documentation that the SNS requirement has been satisfied.

Section 4: Certified	Section 5: Classified	Section 6: Instructional Monies	Section 7: Distribution of the Balance
Per Commonwealth County's Board of Education Policy FY 16/17 Student: Teacher Ratios: Elementary: 22:1 Middle: 22: 1 High: 25: 1 1.0 FTE Principal per school 1.0 FTE Media Specialist per school	Kindergarten Assistants 24:1	Amount Per Pupil @ 3.5% of Base SEEK Funding: $100 per pupil	No Section 7 monies were available after allocations.

Requirement Reminders

❑ The LEA must document the methodology for distributing state and local funds.

    ❑ **Deadline:** December 10, 2017

    ❑ The federal government is not permitted to prescribe the specific methodology an LEA uses to allocate its state and local funds to each school. ESSA 1118(b)(4)

        ❑ Should the federal government release more guidance and examples, KDE will certainly share those.

    ❑ Currently there are no federal regulations or federal guidance regarding the revised SNS test.

    ❑ Methodology documentation must be in place in the event of monitoring.

Resources

- GMAP *Help for Current Pages*
- Title I Handbook
- ESSA Foster Care Guidance
- KDE's Foster Care Web Page
- KDE's Guidance for House Bill 33
- Title I Fiscal Guidance (ED, Feb. 2008)
- Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program (ED, July 2015) Specifically pages 8-12
- Senate Report 114-231, p. 35 – Every Child Achieves Act of 2015 (114th Congress, 2nd Session)
- 20 U.S.C. § 6321 Fiscal Requirements

Next Month's Call

❑ Person Role Manager

❑ And more to be announced…

❑ December 12th 10:00 – 11:00 Eastern Time

❑ Email feedback and suggestions for future calls to title1reports@education.ky.gov

Contact Information

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